CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is part of language which is a list of words. In addition, vocabulary is a list of word with their meanings, especially in a book for learning a foreign language (oxford advanced learner’s dictionary, 2006: 1645). Based on that statement above, it can be concluded that vocabulary is the total number of words that have meaning. So that it is one of the important language elements that must be paid attention of students because vocabulary is fundamental of four basic skills such as speaking, writing, reading, and listening. Four basic skills above have needed much vocabulary, without vocabulary learners will get trouble for mastery all of those basic skills.

2. The Importance of Vocabulary

Vocabulary is one of the important language elements in learning English as a foreign language, especially in countries which don’t use English as main language for communication. If students do not study to enrich their vocabulary, they will get trouble in learning language. By learning vocabulary, the students can develop their skills such as speaking, writing, reading, and listening. For example, students just need much vocabulary to deliver their mind in communication. Besides that, they can write freely if they have a lot of vocabulary. Not only speaking and writing
skill, vocabulary also can influence reading and listening skill. For example, if the students have a lot of vocabulary they will not skip a word in text which contains of difficult word so they will comprehend the meaning of that text. In addition, students also can catch the meaning if someone says something.

3. **The Aspect of Vocabulary**

Students should learn some aspects of vocabulary when they learn it. According to Lado (in Mardianawati, 2012:11), those are:

a. **Meaning**
   
   Students will be easier to use words for speaking or writing if they know the meaning of the word. It is very important in learning English as foreign language.

b. **Spelling**
   
   Spelling is second aspect that students have to learn because it can help in reading activity. It can tighten the connection between sounds and letters. Sometimes, students cannot spell the word well because some words have different spelling from what is written. For example the letter (A) is not always pronounced /A/.

c. **Pronunciation**
   
   The third aspect is pronunciation. It is the way of saying words or letters. Students have to learn pronunciation because it can help other people know what they say. Besides that, students can catch the correct word when other people say something.
d. Word classes

In learning language, students have to learn word classes. They can use and combine the word become a sentence that has meaning. Word classes are categories of words such as nouns, verbs, adverbs, and adjectives.

e. Word use

The last aspect of vocabulary is word use. It is how a word, phrase, or concept is used in language.

4. Type of vocabulary

Vocabulary can be indicated into two types. Those are receptive vocabulary and productive vocabulary or passive and active vocabulary (Hatsch & Brown, 1995:370).

a. Receptive vocabulary is “words that the students recognizes, and understand when they occur in context, but which they cannot produce correctly”.

b. Productive vocabulary is “words which the students understand the meaning, can pronounce correctly, and use the contraction in speaking and writing”.

5. Teaching Vocabulary

According to Harmer, Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. Based on the statement, teachers have to select appropriate approach, classroom
activities, and method. Teachers also have to select appropriate media especially to deliver the meaning of vocabulary.

There are some ways for teaching vocabulary such as:

a. Translation

   This way is very simple for teachers when they don’t have other ways to explain a word. They just translate the word into student’s language. Example, when there is a word “disappointed” and the teachers cannot express it. They can directly translate the word “disappointed” into “kecewa”.

b. Explanation and Definition

   In this way, Teachers give example or definition of a word if that word is thing that can be used. Teachers can give information related with that word. Example, teachers want to explain the word “cupboard”, they can explain: it is the thing where we put our clothes.

c. Enumeration

   If teachers find difficulty to explain word, they can enumerate a word. For example, when the teachers want to explain a word “insect”, they can enumerate the word “insect” like butterfly, bee, and bug. The word “insect” will be clearly understood.

d. Contrast

   In this technique, teachers can explain the word by contrasting the meaning of word. For example, the word “fat” is better understood in the context of “thin”, “beautiful” in the context of “ugly”.
e. Mimic, Action, and Gesture

In teaching vocabulary, teachers can use mimic, action or gesture to explain the meaning of word. It can help the student to think first before they know the meaning of that word.

f. Showing the Picture

When the teachers cannot to explain the meaning of word, Picture is indispensable media for teaching language. Besides that, it can be used in so many way, they can be flashcard, board drawing, and wall picture.

g. Using Realia

In this technique, teacher use the real object that can be seen by the student. Realia can be used to explain the meaning of word clearly.

h. Game

Game is other way that can be used to teach vocabulary. Game needs a particular task or objective, some property, a set of rules, competition and communication between players. By doing vocabulary game, students will be more motivated to learn vocabulary.

From several explanations above, it can be conclude that teaching vocabulary needs appropriate ways that can encourage the student to memorize easily. In addition, students have to enjoy the teaching learning process. So the appropriate ways to teach vocabulary is game.
6. Learning Vocabulary

Every student has different style in learning vocabulary. They do some strategies to mastery it. Actually, there are five essential steps in learning vocabulary (Hatch and Brown, 1995: 372):

a. Encountering new words

The first essential step for vocabulary learning is encountering new words, that is, having a source for words. The student strategies here include learning new words by reading books, newspaper and magazine, listening to TV (Hatch and Brown, 1995: 372).

The students can encounter new words is from book or text that has a lot of words. Besides that, they also can watch a video that use English. For students who learn English as foreign language, it can make them have desire to know the word.

b. Getting the word form

The second step essential to vocabulary learning appears to be the getting of clear image – visual or auditory or both of the form of the vocabulary item. The importance of having clear image of the ‘form’ of a word become apparent when the students think about what happens when we try to retrieve words (Hatch and Brown, 1995: 378).

By looking at the dictionary can help the students to know the word form. Besides that, the dictionary can help students how to spell and pronounce it. In other hand, teacher can help students to correct their pronunciation while they get mistake.
c. Getting the word meaning

Students can get the word meaning by looking at the dictionary. They assume that dictionaries are one of the main sources of word definitions (Hatch and Brown, 1995: 383). The word meaning can be gotten through visual technique and verbal technique which are given by the teacher. The other ways to get the word meaning, is reading the text. If students read hole of the text, the meaning of vocabulary can be seen through the correlation among the vocabulary in the context.

d. Consolidating word form and meaning in memory.

In this step, always doing some exercise related with the steps above can consolidate the word form and the meaning in memory (Hatch and Brown, 1995: 373).

e. Using the word

The final step in learning vocabulary is using the words. When students use the words they will always remember it in their memory.

B. Domino Game

1. Definition of Domino Game

Generally, Domino Game is widely known by a lot of people in Indonesia. It uses a set of cards which contain dots. The cards have two sides and each side have different number of dots. Playing domino game is very easy, people just match the same number of dots which contain in other card. In this research, the researcher use domino game with English
vocabulary. Each cards of Domino Game is divided into two sides, the left side which contains a word and the right side which contains a picture. Students have to match a picture with a word or a word with a picture in their cards and then they match the answer with another card. This game can also to be used as a warm up of the next lesson to revise the vocabulary.

2. Possible modification

Related to the statement above, Domino Game needs cards sets. The cards not only contain of pictures and words but also can be contained of some variations such as collocations (verb + noun, adjective + noun etc.), singular and plurals (esp. those irregular ones), pronunciation minimal pairs (e.g. back x bag) etc.

C. Teaching vocabulary by using Domino Game

There are some steps that should be followed by the teachers in teaching vocabulary by using Domino Game those are:

1. Teachers will give 10 – 15 minutes to the students for playing domino game.
2. Teachers divide the students into some groups consisting of 4-5 students.
3. Domino cards are distributed to each group by the teacher. Each group will get 20 cards.
4. One of the members shakes the cards and distributes the card for all members, until none of the card left.
5. Student who got a card which has START mark will have the first chance to play the game by throwing the start card on the table.

6. In the right side of the start card, there is a picture, other students have to pair the card with appropriate one that they have. If they do not know the meaning of the words they can open their dictionary.

7. Then the students can continue the game by throwing their card on the table with appropriate card.

8. Steps 6 and 7 are repeated until none of the card left.

9. Groups who can throw all of the cards until none of the card left, they will be the winner.

D. Basic Assumption

In learning vocabulary, the most difficulties that students always face is getting the meaning of word and remembering it. Finding the meaning of new word is crucial in learning vocabulary because it can enrich the vocabulary. Remembering the word in memory is also crucial because by remembering the words we can mastery the language.

Based on that statement above, learning English as foreign language have to use different technique. The techniques have to facilitate the students to get the meaning of new vocabulary and they can remember it easily. One of the techniques is using Domino Game. It can make the students easy to understand the meaning of word. Besides that, it can make the students memorize the word easily because this game can be used for drilling. In short,
Domino Game can be used for enriching new vocabulary because it provides some new words. Domino Game will motivate students and also make the students critical thinking, remembering, predicting, and guessing the meaning of words.

E. Hypothesis

Based on the explanation above, it is hypothesized that enriching vocabulary using Domino Game is effective.